

Elementary Final Internship Competency Assessment (FICA)

Birmingham-Southern College Key Assessment Cooperating Teachers

Directions:

Each question has a space for follow-up comments. We value your comments. If you score a candidate a level "1" or level "2", please explain in the comment section. For successful completion of the internship, candidates must score a level 3 or higher on 80% of the items in the assessment. In addition, the last question on the FICA assessment is a question related to the readiness of the intern to enter the teaching field. We take your answer very seriously.

Thank you!

* Required

1. Person Completing Evaluation *

2. School & Grade Level *

3. Placement

Mark only one oval.

- August-October
- October-December
- January
- February-March
- March-May

4. Race *

Mark only one oval.

- White
- Black
- Hispanic
- Asian
- Other

5. Gender

Mark only one oval.

- Female
- Male

6. Teacher Intern *

7. Today's Date *

Example: January 7, 2019

8. Lesson Planning 1: Student Needs (InTASC 1, 2, 7; CIEP 3.2) *

Mark only one oval.

4-Addressed a variety of student needs, abilities, and cultural heritage and displayed a strong understanding of child development and learning principles related to content area

3-Showed some awareness of student needs, abilities and cultural heritage but displayed a strong understanding of child development and learning principles related to content area

2-Did not accurately address student needs, abilities and cultural heritage but displayed an understanding of child development and learning principles related to content area

1-Did not address student needs or display an understanding of child development or learning principles related to content area

9. Comments About Lesson Planning: Student Needs

10. Lesson Planning 2: Differentiated Instructional Strategies (ACTS/InTASC 1, 7; CIEP 3.1) *

Mark only one oval.

- 4-Consistently incorporates a variety of developmentally appropriate instructional strategies, including instructional technologies, with attention given to differentiated instruction for diverse populations
- 3- Incorporates developmentally appropriate instructional strategies, including instructional technologies, with attention given to differentiated instruction for diverse populations
- 2- Incorporates developmentally appropriate instructional strategies but does not differentiate instruction for diverse populations
- 1- Incorporates developmentally inappropriate instructional strategies and does not differentiate instruction for diverse populations

11. Comments About Differentiated Instructional Strategies

12. Classroom Environment 1: Creating an Environment of Respect and Rapport (ACTS/InTASC 3; CIEP 3.4) *

Mark only one oval.

- 4-Consistently established an atmosphere of mutual respect and rapport with and between students and faculty/staff
- 3- Mostly established an atmosphere of mutual respect and rapport with and between students and with faculty and staff
- 2-Inconsistently established an atmosphere of respect and rapport with students
- 1- Does not respect students or faculty and staff

13. Comments About Classroom Environment: Creating an Environment of Respect and Rapport

14. Classroom Environment 2: Motivation and Engagement of Learners *
(ACTS/InTASC 3; CIEP 3.4)

Mark only one oval.

- 4- Consistently creates a safe, orderly, and stimulating learning environment that nurtures motivation and engagement of learners
- 3- Creates a safe, orderly, and stimulating learning environment that often nurtures motivation and engagement
- 2- Creates a safe and orderly learning environment, but the environment is not stimulating or engaging
- 1- Inadequate creation of a safe, orderly, and stimulating learning environment that nurtures motivation and engagement

15. Comments About Classroom Environment: Motivation and Engagement of Learners

16. Elementary 1: Reading, Writing, and Oral Language Content (Elementary Standard 2.1)

Mark only one oval.

- 4- Candidate constructs ELA plans that include the appropriate use of modeling, scaffolding, multiple opportunities for students to engage and apply what is being taught, and continuous assessment, in ways that effectively foster student growth and understanding of new learning.
- 3- Candidate constructs ELA plans that include modeling, scaffolding, multiple opportunities for students to engage with and apply what is being taught, and continuous assessment in ways that foster student growth and understanding of new learning.
- 2- Candidate constructs ELA plans that include some, but not all, of the following: modeling, scaffolding, multiple opportunities for students to engage with and apply what is being taught, and continuous assessment. The plans structure and content may foster student growth and understanding of new learning in some instances.
- 1- Candidate constructs ELA plans that are weak and do not include the use of modeling, scaffolding, multiple opportunities for students to engage with and apply what is being taught nor continuous assessment. The plans are not structured in a way that fosters student growth and understanding of new learning.

17. Elementary 2: Science (Elementary Standard 2.2)

Mark only one oval.

- 4- Candidate consistently knows and uses concepts of physical, life, and earth/space sciences and can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.
- 3- Candidate knows and uses concepts of physical, life, and earth/space sciences and can mostly design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.
- 2- Candidate generally knows and uses concepts of physical, life, and earth/space sciences but inconsistently designs and implements age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.
- 1- Candidate does not fully understand science and cannot design or implement effective lessons.

18. Elementary 3: Mathematics (Elementary Standard 2.3)

Mark only one oval.

- 4- Candidate consistently knows, understands, and uses the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability and consistently engage problem solving, reasoning and proof, communication, connections, and representation.
- 3- Candidate knows, understands, and uses the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability and mostly engages problem solving, reasoning and proof, communication, connections, and representation
- 2- Candidate generally knows, understands, and uses the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability but inconsistently engages problem solving, reasoning and proof, communication, connections, and representation
- 1- Candidate does not know the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability.

19. Elementary 4: Social Studies (Elementary 2.4)

Mark only one oval.

- 4- Candidate consistently knows, understands, and use the major concepts and modes of the social studies to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.
- 3- Candidate knows, understands, and use the major concepts and modes of the social studies but does not always promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world
- 2- Candidate generally knows, understands, and use the major concepts and modes of the social studies but struggles to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world
- 1- Candidate does not know the major concepts or modes of social studies.

20. Elementary 5: The Arts (Elementary Standard 2.5)

Mark only one oval.

- 4- Candidate consistently knows, understands, and uses the content, functions, and achievements of the performing arts (dance, music, and theatre) and visual arts as primary media for communication, inquiry, and engagement among elementary students.
- 3- Candidate knows, understands, and uses the content, functions, and achievements of the performing arts (dance, music, and theater) and visual arts. Has difficulty implementing this knowledge as primary media for communication, inquiry, and engagement among elementary students.
- 2- Candidate generally knows and understands the content, functions, and achievements of the performing arts (dance, music, and theater) and visual arts. Cannot implement this knowledge to engage elementary students.
- 1- Candidate does not know the major concepts, function, and achievement of performing arts or visual arts.

21. Elementary 6: Health Education (Elementary Standard 2.6)

Mark only one oval.

- 4- Candidate consistently knows, understands, and uses the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.
- 3- Candidate knows, understands, and uses the major concepts in the subject matter of health education, but does not always create opportunities for student development and practice of skills that contribute to good health.
- 2- Candidate generally knows and understands the major concepts in the subject matter of health education but does not create opportunities for student development and practice of skills that contribute to good health
- 1- Candidate does not know the major concepts in Health Education.

22. Elementary 7: Physical Education (Elementary Standard 2.7)

Mark only one oval.

- 4- Candidate consistently knows, understands and uses- as appropriate to their own understanding and skills--human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.
- 3- Candidate knows, understands and mostly uses- as appropriate to their own understanding and skills--human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students
- 2- Candidate generally knows, understands but rarely uses- as appropriate to their own understanding and skills--human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students
- 1- Candidate does not know the major concepts in Physical Education.

23. Comments about Curriculum and Content Knowledge in Any Academics

24. Elementary 8: Adaptation to Diverse Populations (Elementary Standards 3.2) *

Mark only one oval.

- 4- Candidate demonstrates an understanding of the focus student's background, culture, skills, interest, and special needs from a variety of sources. Candidate uses this knowledge along with other assessment data to design instruction that is effective in maximizing student learning.
- 3-Candidate demonstrates an understanding of the focus student's background, culture, skills, interest, and special needs and uses this knowledge along with other assessment data to design instruction
- 2-Candidate demonstrates an understanding of the focus student's background, culture, skills, interests, or special needs but does not use this knowledge or other assessment data to meet the needs of the student.
- 1-Candidate demonstrates little or no knowledge of student's background, culture, skills, special needs or consideration of these differences for instruction.

25. Comments about Adaptation to Diverse Populations

26. Elementary 9: Active Engagement of Learners; CIEP 3.4) *

Check all that apply.

4- Candidate consistently uses knowledge of students to create a supportive learning environment and continually seeks ways to maintain the classroom. And uses the knowledge of students to engage and motivate students in a collaborative environment. Continuously evaluates his/her decisions in order to provide ongoing support to all.

3- Candidate constructs plans based on knowledge of the student that encourage interactions reflective of civility and respect between teacher and student reflective of general caring creating an environment for student engagement and learning.

2- Candidate constructs plans that encourage interactions between the student and teacher that reflects occasional insensitivity or lack of responsiveness to knowledge of the student creating an environment unsupportive of student engagement and learning.

1- Candidate constructs plans that foster negativity, insensitivity and/or sarcasm between the student and teacher that creates an environment detrimental to student engagement and learning.

27. Comments about Active Engagement of Learners

28. Elementary 10: Communication to Foster Collaboration (CIEP 3.5) *

Mark only one oval.

- 4- Teacher candidate consistently uses their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.
- 3- Teacher candidate mostly uses their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.
- 2- Teacher candidate inconsistently uses their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.
- 1- Teacher candidate does not communicates effectively to foster collaboration in the classroom.

29. Comments about Communication to Foster Collaboration

30. Elementary 11: Assessment for Instruction (Elementary Standard 4) *

Mark only one oval.

4- Candidate consistently uses assessment portfolio, including formative and summative assessments, and prior academic knowledge, and personal, cultural and community assets, explicitly grounded in research, to construct learning opportunities that support learners. clearly uses assessment to inform instruction. Assessment, planning, and instruction are aligned. Candidate also uses ongoing assessment to adjust instruction. Uses data to evaluate student progress and the efficacy of teaching,

3- Candidate uses assessment portfolio, including formative and summative assessments, and prior academic knowledge, and personal, cultural and community assets to assess, loosely connected to research, to construct learning opportunities that support learners.

2- Candidate uses assessment portfolio, including formative and summative assessments AND prior academic knowledge OR personal, cultural and community assets to assess learners needs and strengths. Connections to research are not given to construct learning opportunities that support learners.

1- Candidate does not consistently use information from the assessment portfolio, prior academic knowledge, personal, cultural and community assets to assess and there are no connections to research to assess learners needs and strengths.

31. Comments on Assessment

32. Elementary 12: Professional Growth, Reflection, and Evaluation (Elementary Standards 5.1)

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Mark only one oval.

- 4- Candidate consistently reflects on his/her practice is by seeking help from other professionals in order to improve practice. Demonstrates an understanding of professional ethics and continually evaluates the effects of his/her professional decisions and actions on students and families and acts on those evaluations.
- 3- Candidate routinely engages in reflection on his/her practice. Sometimes seeks out strategies to improve practice or resources for personal growth. Routinely evaluates the effects of his/her professional decision and actions on others.
- 2- Candidate is limited in his reflection of his/her practice, awareness of professional ethics. Occasionally seeks resources for professional growth (only when prompted), and occasionally evaluates the effect of his/her teaching has on others.
- 1- Candidate engages in little or no reflection on his/her practice. Does not consider professional elements. Does not seek out sources for professional learning and rarely evaluates the effects of his/her decisions on students, families, or other professionals.

33. Comments on Personal Growth, Reflection, and Evaluation

34. Elementary 13 : Collaboration with Families, Colleagues, and Community Agencies (Elementary Standard 5.2)

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Mark only one oval.

- 4- Candidate demonstrates a clear understanding of the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.
- 3- Candidate knows the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.
- 2- Candidate generally knows the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.
- 1- Candidate clearly does not understand the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.

35. Comments on Collaboration with Families, Colleagues, and Community Agencies

36. Readiness Verification: I believe this intern is ready to enter the teaching field or proceed to the next Internship placement / employment as a teacher. *

Mark only one oval.

Yes

No

37. Comments on the readiness of intern

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